

**Standard 4-6** The student will demonstrate an understanding of the Civil War and its impact on America.

**4-6.1:** Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region. (G, E, H)

**Taxonomy Level:** B 2 Understand / Conceptual Knowledge

**Previous /Future Knowledge:**

The differences between the North and the South in colonial times have been previously taught in 4<sup>th</sup> grade when students compared the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles (4-2.4).

In 8th grade, students will explain the importance of agriculture in antebellum South Carolina. (8-3.1)

In United States history, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights (USHC-4.1).

**It is essential for students to know:**

The economies and way of life of the North and the South developed differently as a result of geographic conditions and the institution of slavery.

The **South** developed as an agricultural region because of its fertile soil and temperate climate that permitted the growing of cash crops. The abundance of rivers for the transportation of agricultural products to market also contributed to the development of the South's economy. The institution of slavery made a significant contribution to the development of the way of life of the slave owners and their slaves and even impacted the majority of the population who did not own slaves. Dependence on slavery intensified after the invention of the cotton gin. Geographic isolation due to dependence on agriculture, white elite attitudes that considered access to education a social and racial privilege not open to the masses, as well as a lack of a unified religious emphasis on literacy all contributed to the fact that there was little opportunity for public education in the South.

Because the **North** had rocky soil and a much shorter growing season, they did not have cash crops. The many natural harbors and abundance of lumber in the region led Northerners to develop an economy based on shipbuilding and commerce. Factories were built in the North that took advantage of the swift flowing rivers for water power. Northern states emancipated their slaves in response to the ideals of the Declaration of Independence and because they were not as dependent on slave labor for their farms or factories. The North believed in a free labor system whereas the South believed in a slave labor system. The industrial revolution brought many immigrants who found jobs in the factories. Population grew much more quickly than in the South, as did towns and cities. Banks and other businesses developed in the North to serve the needs of the growing industry and population. Despite this economic growth, the majority of people in the North still lived on small farms at the time of the Civil War, as they did in the South. Public education, including colleges, was a well-established tradition in the North because of the early Puritan insistence on Biblical literacy as essential to salvation. However, as in the South, the type and amount of educational opportunity varied, depending on gender and social class.

The **boundary between the North and the South** was located on the border between Maryland and Pennsylvania [known as the Mason Dixon line].

**It is not essential for students to know:**

It is not essential for students to be able to name all of the states that were located in the North and in the South. They do not need to know specific names of cities in the North or the South. They do not need to know that Samuel Slater started the first factory in the North or that the Lowell System employed young women in factories. They do not need to know about the idea of interchangeable parts that was introduced by Eli Whitney nor that it was Whitney who invented the cotton gin. They do not need to know that the predominant immigrant groups that went to the North before the Civil War were Irish and German.

**Assessment guidelines:**

Appropriate assessments would require students to **compare** the industrial North and the agricultural South prior to the Civil War. Students should be able to **explain** the specific nature of the economy of each region, **interpret** map data to understand the geographic characteristics and boundaries of each region, **summarize** the basic way of life in each region and **infer** how these differences contributed to the outbreak of the Civil War.